



July 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2007 (Reports Revised October 2007)
ID: 12691816
District: Education in Unorganized Terr
School: Kingman Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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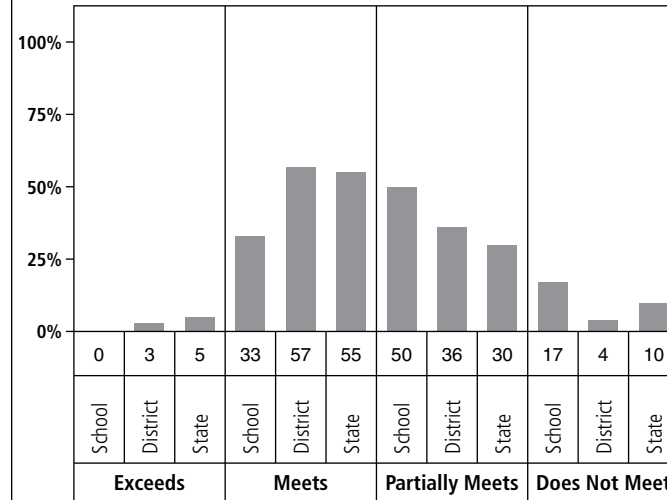
SUMMARY OF SCORES

Date: March 2007
Grade: 5
District: Education in Unorganized Terr
School: Kingman Elementary School

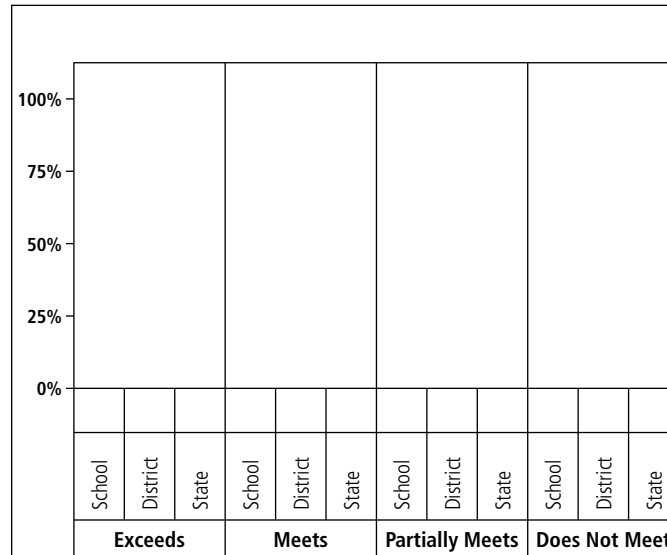
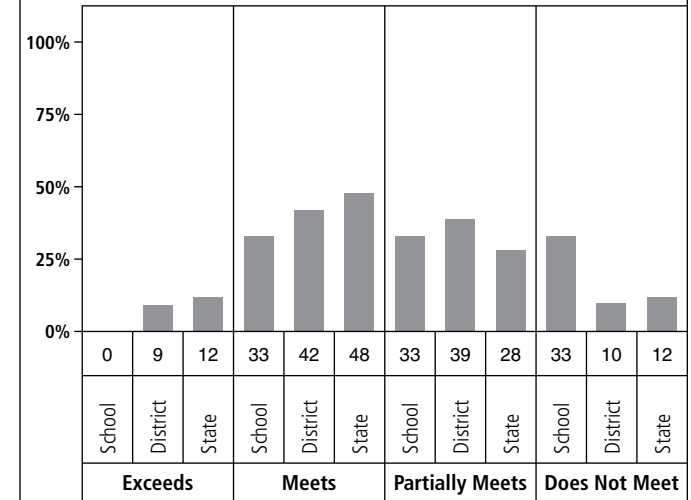
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
ELA – Reading 2005–2006 2006–2007 Cum. Avg. *	540 540	541 544 543	544 544 544
Mathematics 2005–2006 2006–2007 Cum. Avg. *	535 535	540 544 542	543 546 544
ELA – Writing 2005–2006 2006–2007 Cum. Avg. *	541 541	542 542	541 541

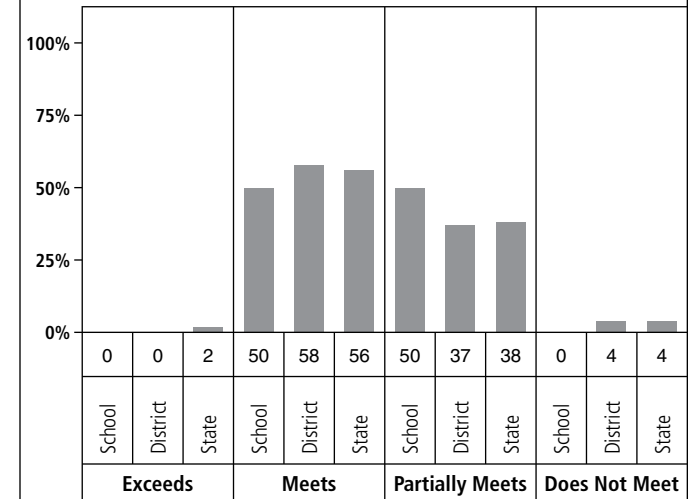
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Date: March 2007
Grade: 5
District: Education in Unorganized Terr
School: Kingman Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	6	100	69	100	14332	100	6	100	67	97	14252	100	6	100	67	97	14255	100						
Ethnicity African American	0	0	0	0	382	3	0	0	0	0	372	97	0	0	0	0	377	99						
American Indian/Native Alaskan	0	0	0	0	106	1	0	0	0	0	103	99	0	0	0	0	103	99						
Asian/Pacific Islander	0	0	2	3	251	2	0	0	2	100	249	99	0	0	2	100	250	100						
Hispanic	0	0	0	0	148	1	0	0	0	0	148	100	0	0	0	0	147	99						
White	6	100	67	97	13445	94	6	100	65	97	13380	100	6	100	65	97	13378	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	2	33	4	6	2522	18	2	100	4	100	2500	100	2	100	4	100	2500	100						
Current LEP	0	0	0	0	287	2	0	0	0	0	278	97	0	0	0	0	283	99						
Economically disadvantaged	6	100	42	61	5401	38	6	100	42	100	5355	99	6	100	42	100	5360	99						
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	4	67	61	88	11327	79	4	67	62	90	11313	79					4	67
Identified disability (PET/IEP)	0	0	0	0	408	4	0	0	0	0	419	4					0	0
LEP	0	0	0	0	145	1	0	0	0	0	147	1					0	0
504 plan	0	0	0	0	122	1	0	0	0	0	124	1					0	0
Participation with accommodations	2	33	6	9	2706	19	2	33	5	7	2743	19					2	33
Identified disability (PET/IEP)	2	100	4	67	1890	70	2	100	4	80	1893	69					2	100
LEP	0	0	0	0	121	4	0	0	0	0	131	5					0	0
504 plan	0	0	0	0	58	2	0	0	0	0	57	2					0	0
Other	0	0	2	33	655	24	0	0	1	20	680	25					0	0
Participation through alternate assessment (PAAP)	0	0	0	0	213	1	0	0	0	0	199	1					0	0
Identified disability (PET/IEP)	0	0	0	0	202	95	0	0	0	0	188	94					0	0
LEP	0	0	0	0	6	3	0	0	0	0	5	3					0	0
504 plan	0	0	0	0	0	0	0	0	0	0	0	0					0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	6	0												
Approved non-participation – special consideration	0	0	0	0	18	0	0	0	0	0	18	0					0	0
Non-participation – other	0	0	2	3	62	0	0	0	2	3	59	0					0	0

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Date: March 2007
Grade: 5
District: Education in Unorganized Terr
School: Kingman Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006 2006-2007 Cum. Avg.	0 0	0 0	2 2 2	3 3 3	721 702 712	5 5 5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006 2006-2007 Cum. Avg.	2 2	33 33	22 38 30	37 57 48	7571 7730 7651	53 55 54
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006 2006-2007 Cum. Avg.	3 3	50 50	26 24 25	44 36 40	4343 4182 4263	30 30 30
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006 2006-2007 Cum. Avg.	1 1	17 17	9 3 6	15 4 10	1628 1419 1524	11 10 11

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	25.5	53.1	28.4	59.2	28.8	60.0
Literary Text	24	50	11.7	48.8	14.1	58.8	14.2	59.2
Informational Text	24	50	13.8	57.5	14.3	59.6	14.5	60.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Date: March 2007
 Grade: 5
 District: Education in Unorganized Terr
 School: Kingman Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	6	0	0	2	33	3	50	1	17	540	67	3	57	36	4	544	14033	5	55	30	10	544
Ethnicity																						
African American	0										0						368	2	36	38	23	538
American Indian/Native Alaskan	0										0						102	1	36	43	20	539
Asian/Pacific Islander	0										2						247	8	52	31	9	545
Hispanic	0										0						143	2	38	42	18	540
White	6	0	0	2	33	3	50	1	17	540	65	3	57	35	5	544	13173	5	56	29	10	545
Not Reported	0										0						0					
Identified disability																						
Yes	2										4						2298	0	22	43	34	535
No	4										63	3	60	35	2	545	11735	6	62	27	5	546
Limited English proficient students																						
Current LEP in first year	0										0						3					
Current LEP beyond first year	0										0						263	1	24	43	33	534
Economically disadvantaged																						
Yes	6	0	0	2	33	3	50	1	17	540	42	2	52	38	7	543	5223	2	43	39	17	540
No	0										25	4	64	32	0	545	8810	7	62	25	6	547
Migrant																						
Yes	0										0						8	13	13	63	13	539
No	6	0	0	2	33	3	50	1	17	540	67	3	57	36	4	544	14025	5	55	30	10	544
Gender																						
Female	1										35	3	71	23	3	546	6967	7	57	27	8	546
Male	5	0	0	2	40	2	40	1	20	541	32	3	41	50	6	541	7066	3	53	32	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										9	11	44	33	11	542	1573	0	30	51	19	538
No	6	0	0	2	33	3	50	1	17	540	58	2	59	36	3	544	12460	6	58	27	9	545
Gifted/talented program																						
Yes	0										1						499	24	72	3	0	556
No	6	0	0	2	33	3	50	1	17	540	66	3	56	36	5	544	13534	4	54	31	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
 Grade: 5
 District: Education in Unorganized Terr
 School: Kingman Elementary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	0 17 83 0										9 45 44 2	0 0 7 0	33 63 52 100	67 33 34 0	0 3 7 0	541 543 545 546	5 67 26 2	3 5 5 2	43 56 56 41	32 30 30 34	22 9 9 23	540 545 545 539
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	67 17 0 17	0 0 0 0	0 0 0 0	1 1 0 0	25 100 0 0	2 0 0 1	50 0 0 100	1 0 0 0	25 0 0 0	540 544 540 540	27 55 15 3	6 3 0 0	56 58 60 0	33 39 30 50	6 0 10 50	547 543 541 534	35 52 10 3	8 4 2 1	61 57 38 28	24 31 39 41	7 8 21 29	547 545 539 536
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	17 67 0 17	0 0 0 0	0 0 0 0	0 2 0 0	0 50 0 0	1 2 0 0	100 50 0 0	0 0 0 1	0 0 100 100	538 544 530 530	21 52 24 3	14 0 0 0	43 56 69 50	43 41 25 0	0 3 6 50	547 543 542 538	30 53 15 2	11 3 0 0	65 56 37 24	18 32 45 45	6 9 18 31	549 544 539 535
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	0 83 17										14 67 20	0 2 8	67 61 31	11 34 62	22 2 0	540 545 543	13 66 20	2 6 6	41 57 59	35 30 27	22 8 9	539 545 545
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	17 50 33	0 0 0	0 0 0	0 1 1	0 33 50	0 2 1	0 67 50	0 0 0	100 0 0	530 545 539	18 47 35	0 3 4	58 55 57	17 42 39	25 0 0	540 545 544	10 55 35	1 3 9	27 54 65	43 34 20	30 9 5	536 544 548
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	0 50 0 50										12 44 17 27	25 0 0 0	50 52 55 67	13 48 45 22	13 0 0 11	549 542 545 544	17 57 13 14	9 6 2 1	59 59 47 45	24 28 37 38	8 8 14 17	547 545 542 540
How many pages do you read in school and to complete homework assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages	20 60 20	0 0 0	0 0 0	0 1 0	0 33 0	1 1 1	100 33 100	0 1 0	0 33 0	540 537 534	34 37 29	5 4 0	41 67 58	45 25 42	9 4 0	542 546 543	25 28 47	3 4 7	47 55 60	35 32 26	15 10 7	542 544 546
Optional school/district question A. B. C. D.	0 0 0 0										0 0 0 100											

MATHEMATICS RESULTS

Date: March 2007
Grade: 5
District: Education in Unorganized Terr
School: Kingman Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006			1	2	1415	10
	2006-2007	0	0	6	9	1711	12
	Cum. Avg.	0	0	4	6	1563	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006			23	39	6503	45
	2006-2007	2	33	28	42	6778	48
	Cum. Avg.	2	33	26	41	6641	47
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006			20	34	3945	28
	2006-2007	2	33	26	39	3884	28
	Cum. Avg.	2	33	23	36	3915	28
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006			15	25	2434	17
	2006-2007	2	33	7	10	1683	12
	Cum. Avg.	2	33	11	17	2059	15

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	7.2	48.0	7.3	48.7	7.8	52.0
Cluster 2: Shape and Size	14	29	4.2	30.0	6.6	47.1	6.9	49.3
Cluster 3: Mathematical Decision Making	5	10	2.0	40.0	2.9	58.0	3.3	66.0
Cluster 4: Patterns	14	29	5.7	40.7	8.0	57.1	8.5	60.7

Cluster 1: Numbers and Operations

- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

Cluster 2: Shape and Size

- E. Geometry
- F. Measurement

Cluster 3: Mathematical Decision Making

- C. Data Analysis and Statistics
- D. Probability

Cluster 4: Patterns

- G. Patterns, Relations, and Functions
- H. Algebra Concepts
- K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Date: March 2007
 Grade: 5
 District: Education in Unorganized Terr
 School: Kingman Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	6	0	0	2	33	2	33	2	33	535	67	9	42	39	10	544	14056	12	48	28	12	546
Ethnicity																						
African American	0										0						376	4	29	38	30	536
American Indian/Native Alaskan	0										0						102	8	32	31	28	538
Asian/Pacific Islander	0										2						249	17	52	24	7	549
Hispanic	0										0						144	9	34	42	15	541
White	6	0	0	2	33	2	33	2	33	535	65	9	42	38	11	544	13185	12	49	27	11	546
Not Reported	0										0						0					
Identified disability																						
Yes	2										4						2312	3	27	36	34	535
No	4										63	10	44	37	10	545	11744	14	52	26	8	548
Limited English proficient students																						
Current LEP in first year	0										0						7	0	14	29	57	525
Current LEP beyond first year	0										0						271	5	26	37	32	535
Economically disadvantaged																						
Yes	6	0	0	2	33	2	33	2	33	535	42	7	36	43	14	542	5240	6	40	35	19	540
No	0										25	12	52	32	4	546	8816	16	53	23	8	549
Migrant																						
Yes	0										0						8	13	38	38	13	544
No	6	0	0	2	33	2	33	2	33	535	67	9	42	39	10	544	14048	12	48	28	12	546
Gender																						
Female	1										35	6	51	34	9	544	6972	11	48	29	12	545
Male	5	0	0	2	40	1	20	2	40	536	32	13	31	44	13	543	7084	13	49	26	12	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										9	0	33	44	22	539	1579	2	31	45	22	537
No	6	0	0	2	33	2	33	2	33	535	58	10	43	38	9	544	12477	14	50	25	11	547
Gifted/talented program																						
Yes	0										1						499	54	43	3	0	563
No	6	0	0	2	33	2	33	2	33	535	66	9	42	38	11	544	13557	11	48	29	12	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
 Grade: 5
 District: Education in Unorganized Terr
 School: Kingman Elementary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										9	0	0	100	0	537	5	9	39	28	25	540
B. less than one hour	17	0	0	0	0	1	100	0	0	532	45	17	40	40	3	545	67	13	49	27	11	546
C. one to two hours	83	0	0	2	40	1	20	2	40	536	44	3	52	28	17	543	26	12	49	28	11	546
D. more than two hours	0										2	0	0	0	100	526	2	3	40	29	28	538
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	33	0	0	0	0	1	50	1	50	532	33	9	50	27	14	545	41	17	52	23	8	549
B. They match some of what I have learned.	33	0	0	1	50	1	50	0	0	538	54	8	42	42	8	543	48	9	49	30	11	545
C. They match just a little of what I have learned.	33	0	0	1	50	0	0	1	50	535	13	11	22	56	11	541	9	7	33	36	24	539
D. There is no match.	0										0						3	5	25	29	41	533
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	17	0	0	0	0	0	0	1	100	520	21	21	36	36	7	547	31	27	50	16	7	553
B. good	17	0	0	0	0	0	0	1	100	528	51	9	47	35	9	546	48	8	53	29	11	545
C. fair	67	0	0	2	50	2	50	0	0	541	24	0	44	44	13	539	18	2	37	40	20	538
D. poor	0										4	0	0	67	33	532	3	1	25	41	34	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	60	0	0	1	33	2	67	0	0	537	33	5	32	59	5	541	17	5	40	34	21	540
B. about the same as my regular schoolwork	0										50	12	48	30	9	545	66	12	51	28	10	546
C. easier than my regular schoolwork	40	0	0	1	50	0	0	1	50	539	17	9	45	27	18	545	17	23	49	18	10	551
How often do you use hands-on materials in mathematics class?																						
A. almost every day	33	0	0	0	0	1	50	1	50	526	16	0	55	27	18	542	22	11	45	29	15	544
B. two or three days a week	33	0	0	0	0	1	50	1	50	532	30	20	35	35	10	546	38	13	50	27	10	547
C. two or three times each month	17	0	0	1	100	0	0	0	0	544	43	7	38	48	7	543	33	13	50	27	9	547
D. never	17	0	0	1	100	0	0	0	0	550	10	0	57	29	14	543	8	9	44	27	20	542
How often do you use calculators in mathematics class?																						
A. almost every day	0										3	0	100	0	0	558	6	12	41	25	22	542
B. two or three days a week	17	0	0	0	0	1	100	0	0	532	24	6	38	50	6	544	31	13	50	27	10	547
C. two or three times each month	83	0	0	2	40	1	20	2	40	536	51	9	50	29	12	543	45	13	50	27	10	547
D. never	0										22	13	20	53	13	542	17	10	44	30	17	543
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	33	0	0	1	50	1	50	0	0	543	10	14	57	29	0	550	7	8	37	30	25	540
B. 30–45 minutes	33	0	0	1	50	1	50	0	0	538	37	12	40	40	8	544	31	7	44	33	15	543
C. 45–60 minutes	17	0	0	0	0	0	0	1	100	520	39	4	27	54	15	539	42	14	52	25	8	548
D. more than 60 minutes	17	0	0	0	0	0	0	1	100	528	13	11	78	0	11	552	19	17	52	22	9	549
Optional school/district question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										100	0	0	100	0	534						

ELA–WRITING RESULTS

Date: March 2007
Grade: 5
District: Education in Unorganized Terr
School: Kingman Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 Cum. Avg.	0 0	0 0	0 0	0 0	260 260	2 2
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 Cum. Avg.	3 3	50 50	39 39	58 58	7844 7844	56 56
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 Cum. Avg.	3 3	50 50	25 25	37 37	5365 5365	38 38
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 Cum. Avg.	0 0	0 0	3 3	4 4	524 524	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	11.8	59.0	12.0	60.0	11.8	59.0
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	6.2	51.7	6.3	52.5	6.2	51.7
Standard English Conventions (Standard F)	8	40	5.7	71.3	5.7	71.3	5.6	70.0

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write narrative (grade 5) or persuasive/argumentative (grade 8) writing responses. Content standards F and G are defined in Maine’s *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-WRITING RESULTS

(CONTINUED)

Date: March 2007
 Grade: 5
 District: Education in Unorganized Terr
 School: Kingman Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	6	0	0	3	50	3	50	0	0	541	67	0	58	37	4	542	13993	2	56	38	4	541
Ethnicity																						
African American	0										0						366	1	42	51	7	537
American Indian/Native Alaskan	0										0						102	0	51	42	7	539
Asian/Pacific Islander	0										2						247	2	68	27	3	544
Hispanic	0										0						143	0	51	39	10	538
White	6	0	0	3	50	3	50	0	0	541	65	0	58	38	3	542	13135	2	56	38	4	541
Not Reported	0										0						0					
Identified disability																						
Yes	2										4						2295	0	20	63	16	531
No	4										63	0	62	35	3	543	11698	2	63	33	1	543
Limited English proficient students																						
Current LEP in first year	0										0						3					
Current LEP beyond first year	0										0						261	1	39	49	11	536
Economically disadvantaged																						
Yes	6	0	0	3	50	3	50	0	0	541	42	0	55	40	5	541	5198	1	44	49	6	538
No	0										25	0	64	32	4	544	8795	3	63	32	2	543
Migrant																						
Yes	0										0						8	0	38	63	0	539
No	6	0	0	3	50	3	50	0	0	541	67	0	58	37	4	542	13985	2	56	38	4	541
Gender																						
Female	1										35	0	69	31	0	544	6956	3	67	28	2	544
Male	5	0	0	3	60	2	40	0	0	543	32	0	47	44	9	540	7037	1	45	48	6	538
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										9	0	56	44	0	541	1567	0	38	57	5	537
No	6	0	0	3	50	3	50	0	0	541	58	0	59	36	5	542	12426	2	58	36	4	542
Gifted/talented program																						
Yes	0										1						499	9	77	13	1	549
No	6	0	0	3	50	3	50	0	0	541	66	0	59	36	5	542	13494	2	55	39	4	541

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number